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ABSTRACT

This booklet explains Jefferson College's Professional Development System (PDS), a promotion system for rewarding outstanding faculty accomplishment, and explains the calculations used in evaluating faculty performance. After explaining that the PDS was created so that the rewarding of faculty would not be arbitrary but in proportion to their professional achievements and service, the booklet describes the system in terms of its underlying philosophy; rationale for promotion requirements; methods, forms, and procedures used for awarding points; appeal procedures; application for promotion; advance earning of points; maintenance of PDS files; and functions and procedural guidelines of the PDS panel. Description sheets detailing the criteria and formulas for awarding points, along with their related point calculation forms, are provided to account for the following faculty activities: work in curriculum or instruction; involvement in institutional services; attendance at lectures or workshops; formal course work; in-service training; work experience; participation in professional organizations or conferences; publications; creative exhibits or performances; related civic activities; self-instruction programs; travel; and receipt of grants. The annual schedule for PDS is included. (DAB)

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JEFFERSON COLLEGE

PROFESSIONAL DEVELOPMENT SYSTEM BOOKLET

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Promotion System for Rewarding Outstanding Faculty Accomplishment In Diverse Professional Areas

Revised August 16, 1982

JC 830 142

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DESCRIPTION OF THE PROFESSIONAL DEVELOPMENT SYSTEM

Philosophy

This promotion system is based on five principles:

1. Faculty members should not be rewarded arbitrarily but in proportion to their professional achievements and service to the College.

2. A faculty evaluation system is therefore necessary as a basis for promotion.

3. Such a system should be as objective as possible and should apply equally to all.

4. The system should be comprehensive in recognizing diverse types of achievement and service.

5. The system should be weighted so that a measurable discrimination may be made between achievements or service activities of differing values.

Application of the System

The criteria and procedures for evaluation of instructors are centered around three broad areas of concern:

1. Teaching effectiveness
2. Institutional service
3. Professional growth

This Professional Development System does not purport to deal with classroom effectiveness. Effective classroom performance is considered basic to the retention and advancement of all instructors. The evaluation of classroom performance is conducted on the basis of procedures previously developed by the institution and precedes the Professional Development System. The Professional Development System deals with institutional service and professional growth.

This sytem applies only to full-time instructional faculty, those whose major assignment is in the classroom. It does not apply to other certificated personnel.

The system is solely for the determination of promotions; it is not a means for determining whether an instructor should be retained, whether s/he has rendered satisfactory service meriting a regular increment, or whether s/he deserves to be tenured. Such determinations relate to whether or not the instructor has satisfactorily accomplished his/her duties, and the appropriate evaluations are made separately by procedures separately established. The present system, more specifically, is not concerned with satisfactory performance; it is meant to recognize outstanding activity which goes "above and beyond" what is expected and which is thereby meritorious toward promotion.

Because the system is solely for promotion purposes, participation is not mandatory for any faculty member. If his/her service meets College standards, a teacher may receive an annual increment and may eventually be tenured without taking part in the procedures or completing the forms included herein. Participation is necessary, however, for persons who desire promotions above their present level.

Requirements for Promotion

To be promoted an instructor must satisfy two essentials: (1) render the requisite number of years' service and (2) exhibit outstanding performance as measured by the acquirement of a given number of points. To be promoted from Level I to II, s/he must have completed four years' service; from Level II to III, eight years' service, and from Level III to IV, twelve years' service.* Minimum point requirements are as follows: for promotion from Level I to II, s/he must earn a minimum of 240 points while in Level I; for promotion from Level II to III, s/he must earn a minimum of 240 points while in Level II; for promotion from Level III to IV, s/he must earn a minimum of 400 points while in Level III. These minimum requirements are summarized below.

Promotion From:	Minimum Total Years of Service	Minimum Point Requirement
Level I to II	4	Earn 240 points while in Level I
Level II to III	8	Earn 240 points while in Level II
Level III to IV	12	Earn 400 points while in Level III

It is important to note that these are minimum requirements. While the year's service schedule above indicates that a promotion is possible after each succeeding four your interval, some individuals may achieve at a rate that requires a longer period than the minimum four years' time in grade in order to earn the points necessary for advancement. Furthermore, as an individual spends more time in grade than the minimum four years, the total points necessary for advancement increases. This is why the point requirements above are said to be minimums. With each year spent in grade after the minimum four years' the point requirement increases by 20 points. Hence, if an instructor has five years in grade in Level I, the point requirement for promotion to Level II would be 260, if s/he has six years in grade, the requirement would be 280; seven years, 300, eight years, 320, and so on. This provision applies in the same way to all levels.

An instructor may choose to avoid the loss of twenty points per year after four years in grade by submitting for promotion only points earned by the most recent four years' activities. In case the "last four years" option is chosen, no consideration shall be given either as to credits or penalty, for any year except the last four years prior to promotion.

*Credit (but no points) toward this service requirement may be allowed for teaching experience or related work experience gained prior to appointment to the Jefferson College faculty. Credit is granted at the time of initial appointment to the faculty. It is calculated in the same manner as salary credit for new faculty, but the total years credited may not exceed a maximum of four years.

Rationale for Promotion Requirements

Requiring faculty to spend at least four years in each grade is meant to insure that promotions, and consequently increment increases, will take place at a rate that can be financed by the College.

The point requirements are expressed in figures representing truly outstanding achievement meritorious of promotion. The 240-point figure is considered to represent outstanding accomplishment for the Level I or II instructor seeking promotion to Level II or III whereas 400 points are expected of the more experienced Level III instructor seeking promotion to the top grade, Level IV.

The principle that outstanding achievement, and that alone, should merit advancement dictates the provision that 20 points per year are added to the minimum point requirement for any level as an individual takes longer than four years to earn promotion. It is assumed that the individual will earn at least this many points--at least 20--in carrying out regular "expected" instructional and institutional responsibilities. It is effort above this base level which represents meritorious achievement, and thus it is his/her point increment above the base 20 points which in fact brings him/her closer to promotion.

How Points Are Earned

Points may be earned in thirteen professional development areas. The areas encompass virtually every activity of professional or institutional value that a teacher might engage in--activities such as improvement of the curriculum, civic activities, travel, completion of additional course work, publishing, and creative work in the teacher's field. Generally the teacher earns points based on the number of clock hours devoted to the activity. In the professional development area titled "Significant Work in Curriculum or Instruction," for example, s/he earns one point for every six hours productively spent. In another area the standard may be one point for every four hours, and in another, one point for every ten hours. It can be seen that a given amount of time spent in one activity may be worth more or less than the same amount devoted to another activity. The different areas are thus weighted in a numerical, measurable fashion. A number of factors have been considered in the weightings assigned: the value of the activity when translated into benefits to the individual student; its value in relation to the institutional goals of the College; its professional value to the instructor; the relative difficulty or "intellectual intensity" of the activity; and the degree to which it represents outstanding performance as against something that is already expected of the instructor in the course of regular duties.

To insure some diversity in an individual's contribution to the College, the system is designed so that the individual will not earn all his/her points in only one professional development area. Areas are divided into two categories, and the system provides that points must be earned in each of these categories, as follows:

Category 1. A maximum of 3/4 of the total points for promotion may be gained from this category. A minimum of 5/8 of the total points must be from this category.

AREAS

A. Curriculum and Instruction
B. Institutional Services
C. Lectures, Workshops, Short Courses
D. Course Work
E. In-Service Training
F. Work Experience

Category 2. A maximum of 3/8 of the total points for promotion may be gained from this category. A minimum of 1/4 of the total points for promotion must be earned from this category

AREAS

G. Professional Organizations, Conferences
H. Publications
I. Creative Exhibitions, Performances
J. Related Civic Activities
K. Self-Instruction Programs
L. Travel
M. Grants

A degree of flexibility is possible in this diversification scheme. Some activities may be interpreted as fitting into either of two categories--as, for example, the faculty member who has participated in a public panel discussion on campus might conceivably claim credit either under Institutional Services (Category 1) or under Related Civic Activities (Category 2)

Pages 11-23 give a detailed picture of the provisions outlined so far. Each page is the Description Sheet for one of the areas included in the Professional Development System. The Description Sheet defines the professional development area and the activities included, gives the formula for earning points in that area, and specifies point limits.

An instructor who has begun to work toward promotion under the three category system which was in effect prior to 1982-83 has the option to conform his promotion application to the three categories rather than the two category system until June 1, 1986. Applications for promotion filed after that date must conform to the two category system.

Special Provisions

Because of the higher point total (400 points) required for advancement from Level III to Level IV, it may happen that an instructor working toward promotion to Level IV may reach the top of the Level III salary scale before earning the points necessary for promotion beyond. In such an instance, provided that the faculty member has been and is actively working toward promotion, the College President may recommend to the Board of Trustees that the person continue to receive a current annual increment beyond the top salary figure for Level III.

There are other special provisions that apply in the case of certain individuals. Some instructors have activities assigned to them as part of their contract load (e.g., in the Fine Arts and Physical Education areas). These instructors do not receive point credit

for such specified activities except to the extent that they accomplish more of these than are called for in the contract. On the other hand, when the College allows any instructor a temporarily reduced class load in order to accomplish a special project or activity, the individual may receive some point credit for that activity depending on the time involved. S/he receives credit to the extent that the total calculated points for the activity exceed 10 points per semester hour of released time. Example: An instructor completes a project which would ordinarily earn 45 points. However, s/he was given a reduced load to do the project: 3 hours of released time. S/he receives credit to the extent that the points exceed 10 x 3. That is, 15 points.

If the College pays extra compensation for an activity (beyond expenses), the activity is given prorated credit based upon the level of compensation received. Activities for which full salary is received are not eligible for Professional Development System credit (e.g., a one-semester sabbatical leave at full salary, or released time which fully covers the activities). One half the normal point credit is allowed for projects accomplished while the faculty member is on a full year sabbatical leave at half salary, or when the compensation is at the part-time and summer rate. Full credit is given for activities accomplished during an unpaid leave of absence or when the faculty member receives only the professional study tuition reimbursement.

Points earned in one academic year must be applied for not later than the fall semester of the following academic year; otherwise they are lost. Application is made on Forms A through M as described in the following section.

Forms and Procedures

Points are calculated for the preceding year at the start of every new academic year. There are Calculation of Point Credit Forms for this purpose, a different form for each professional development area (Forms A through M). These may be examined on pages 24-69.

The instructor fills out the calculation forms pertaining to the areas in which s/he was active; s/he forwards these to the department chairperson, who checks the calculations and makes a judgment as to the reasonableness of the number of points claimed. S/he may approve the total claimed on each form or may raise or lower the figure*

S/he and the instructor then update the instructor's Cumulative Record (Form X). A copy of this form is provided on pages 70-72. Taking the totals from the instructor's calculation forms, they record the points for the preceding year and the cumulative number of points earned within the present level.

Then they fill out the Year's Plan (Form Y). A copy of this form is provided on pages 73-74. In completing Form Y they reach an agreement on the activities the instructor will undertake in the academic year newly begun, and they agree on an estimated number of points that each of these activities will be worth. **

*The department chairperson being a teacher, is also covered by the Professional Development System and documents his/her own activities in the same manner as department members. His/her supervisor, the dean, is the approving official in this instance and in all instances hereafter when approval action is mentioned.

**The instructor may wish to propose a longer range plan, a scheme of activities that will not be completed in one year, and s/he may do so.

Of course the instructor will not be able to anticipate everything in this plan. As the year progresses s/he may be attending workshops or engaging in other activities not initially projected, and s/he is not prevented from requesting credit for these unforeseen things when filling out calculation forms. The Year's Plan is considered only an estimate, a reasonable approximation of what the individual plans to do. Also, it may happen that the instructor wishes to do something obviously appropriate or constructive but not clearly provided for in the Professional Development System--an activity which is not given credit but should be given credit in this situation. If the department chairperson concurs that the project should be done and be given credit, an agreement is concluded on the value of the activity. The activity is given the same value, and is considered to fall in the same category, as the recognized activity it most closely resembles in the Professional Development System.

This session, filling out the Year's Plan, is purposeful and not done for the sake of form. In making this agreement with the department chairperson, the instructor has assurance that the projected activities are considered appropriate and that s/he will be credited with an approximation of the number of points estimated if s/he carries out the plan. The department chairperson, on the other hand, is able to make certain that activities in the department will be goal directed and that the number of points claimed will be within reason. The planning session is consequently a provision for controlling and shaping activities in the Professional Development System. Supplementing the other provisions that give the program structure--weighting and diversification--it is a person-to-person arrangement for insuring that the system will operate fairly and productively in the situation of each individual.

While several procedural steps have been mentioned--filling out the calculation forms, approval of points by the department chairperson, updating the Cumulative Record, filling out the Year's Plan--these are in fact operations that may be completed all at the same time, at the year's beginning; and they require only one meeting (at most, two meetings) of the instructor with the department chairperson. For the individual instructor the remainder of the year is free from concern with requirements of the system, except that s/he will occasionally make notes of professional development activities and mark the time spent in each to facilitate completion of the calculation forms at the start of the following academic year.

Appeal Procedure and Optional Yearly Consideration, By the Dean, of Point Values of Activities

If, in the course of the procedures mentioned above, the instructor and the department chairperson have a difference of judgment they cannot resolve, an appeal may be made to the dean; this is the same procedure that governs matters outside the Professional Development System.

Also, of course, the dean may be consulted for purposes other than appeal. He/she can be helpful in offering guidance, and he/she can make judgments regarding the instructor's work toward promotion. At the request of the instructor, the dean will, during the fall semester, establish point values for any activities from the previous year if the instructor believes that the crediting of such activities may be questionable and that this may, accordingly, present a problem later when he/she applies for promotion. Written statements (or a sign off of Cumulative Record Forms) of the point value of activities will be provided by the dean in order that the instructor's records may accurately reflect the result of any decision that has been made.

Application for Promotion

An application for promotion (Form Z) may be submitted at any time during the year, but it must be submitted in complete form prior to June 1 for the promotion to be considered for the following academic year.

Within sixty (60) days after the submission of a completed application for promotion to the dean, the instructor will be notified either that a recommendation for promotion will be made to the Board of Trustees or that deficiencies exist and will need correction. The nature of any such deficiencies shall be made known to the instructor as soon after their identification as is practicable.

Advance Earning of Points

Promotion through the Professional Development System may not occur more frequently than once every four years, but when a completed application for promotion has already been filed, advance earning of points toward the next level may begin as early as the spring semester preceding a fall promotion. In such cases, only points earned during the spring semester and thereafter may be counted toward the next promotion. Special consideration may be given when justified, to activities involving a "hump" of achievement in advance of promotion as might occur in the process of attaining a degree or publishing a book.

After applying for promotion, the individual opens a new Cumulative Record. Surplus points from the previous level are not carried over to this fresh record of points at the new level.

Professional Development File

Professional Development System records are kept in the Professional Development file, a master file maintained in the dean's office. The file consists of a folder for each instructor containing that person's records: master copies of completed Calculation of Point Credit Forms, the Cumulative Record, and the current Year's Plan. Access to an instructor's file folder is limited to the instructor, the department chairperson, and the dean.

It should be noted that this file is distinct from the faculty personnel file maintained in the President's Office. This other record, the faculty personnel file, is more general in scope whereas the Professional Development file contains only the data necessary for the functioning of the promotion system.

PROFESSIONAL DEVELOPMENT SYSTEM PANEL

A Professional Development System Panel shall be designated, by procedures described herafter, to:

1. consider questions and disagreements about the appropriateness of activities and the number of points to be credited for them and to make recommendations concerning the resolution of such issues

2. conduct annual sessions with the department chairpersons and deans to assure more consistent application of System criteria among departments

3. recommend System revisions as needed

4. disseminate information to faculty and staff concerning Panel decisions and recommendations.

The Professional Development System Panel shall be comprised of ten Level IV, tenured faculty members. Five members shall be from the Vocational-Technical Division and five from the Arts and Sciences Division. The Learning Center, for this purpose, will be grouped with the Arts and Sciences Division. Members of the Panel shall be selected, and serve in the order of their seniority on the faculty of the division they represent.

Terms of Panel members shall be staggered by the replacement of one (1) member from each division each year until the entire original Panel has been replaced. Terms of original Panel members shall expire in reverse order of seniority. Terms of persons selected after the original Panel shall be five years each.

Eligible instructors may serve more than one term on the Panel if other qualified instructors are not available to fill all positions on the Panel.

In the event that a sufficient number of tenured Level IV instructors are not available from a division, tenured Level III instructors, in order of seniority will be designated to fill the division quota.

Panel members shall elect a chairperson each fall for a one (1) year term. The chairperson shall be eligible for reelection at the discretion of the Panel.

The responsibilities of the Professional Development System Panel shall be carried out as follows:

1. Resolution of Questions and Disagreements

Issues or questions may be referred to the Panel by an administrator or faculty member. In addition to the chairperson, five members of the Panel, chosen each time by drawing, will consider the issue or question and render an interpretation or recommendation. The Panel chairperson will officiate during Panel deliberations but will not have a vote. Any member of the Panel, except the chairperson, will be disqualified before the drawing if s/he is the department chairperson concerned in the matter under consideration. The Panel chairperson shall be resopnsible for notifying all appropriate faculty and staff members that an issue is under consideration and for writing reports of Panel interpretations or recommendations. Copies of all such reports shall be sent to all faculty members and administrators. Unless one of the parties to a disagreement appeals a decision of the Panel through the regular College appeal procedures, the decision of the Panel will be final.

2. Consistent Application of System Criteria

It shall be the responsibility of the Panel, prior to April 1 each year, to initiate a meeting with the academic deans and department chairpersons to consider problems of consistency in the application of System provisions.

New interpretations, direct changes resulting from Panel actions, and System revisions shall not be retroactive.

3. Revision of the System

The Panel, in consultation with the academic deans and faculty members covered by the Professional Development System, shall study suggestions for revision or amendments to the System and make written recommendations concerning the same to the President of the College for consideration by the Board of Trustees. Prior to finalizing any recommendation for change in the System, the Panel shall provide an opportunity for anyone affected by the changes to be heard on the proposed recommendation.

4. Dissemination of Information

The Panel chairperson shall be responsible for dissemination of information on all Panel activities including interpretations, recommendations, and proposals for changes in System criteria.

ANNUAL SCHEDULE

Reference Summary

Below, for reference, is a summary of actions to be taken within the Professional Development System each year:

Beginning of Academic Year

1. Faculty transmit to department chairpersons their completed Calculation of Point Credit Forms for the preceding academic year.

2. Department chairpersons approve the number of points they consider equitable and return to their department members a copy of each calculation form submitted.

3. Instructors meet with their department chairpersons to (a) update their Cumulative Record and (b) project a professional development plan for the current year (Year's Plan).

Any Time During the Year

4. Those who will qualify for promotion complete the Application for Promotion form and submit it to their dean. Applications, with all supporting documents, must be submitted by June 1 if promotion is to be considered for the following academic year.

During the Spring Semester

5. Prior to April 1 each year, the Professional Development System Panel shall convene a meeting of the academic deans and department chairpersons to consider matters of consistency in system application and to study proposed changes, from whatever source, in System provisions.

A. DESCRIPTION SHEET
for
Significant Work in Curriculum or Instruction

Definition

Work done to improve curriculum or instruction. Does not include regular work in daily preparation for classes or the routine periodic changes that are made within a department, e.g., adoption of a new textbook.

Activities Included

INCLUDED (EXAMPLES):

1. Outside-the-classroom work done to improve teaching methods or to develop more effective content
2. Accomplishment of an institutional curriculum project
3. Production of unpublished reading materials or research for use in the classroom
4. Proposal of a new course which actually becomes part of the curriculum
5. Development of instructional materials for use throughout a department, or of innovative teaching aids or testing methods, individualized learning materials, or special learning aids
6. Designing of materials or systems that are demonstrably an improvement over an ordinary approach to teaching

NOT INCLUDED (EXAMPLES):

1. Outstanding teaching in the classroom (Teaching excellence is expected of all instructors at the College and is evaluated by means outside this Professional Development System.)
2. Routine preparation for class, preparation of tests, grading papers, preparation of handouts, transparencies, etc. (Not credited, for instance, would be the use of commercial transparencies or the reproduction of printed materials as handouts.)
3. Routine revision of course outlines or routine changes in tests or textbooks
4. Publication of a textbook or research for use in the classroom (This is covered under Heading H, Publications.)
5. Proposal of a new course which is not subsequently added to the curriculum
6. Participation in curriculum work for a professional organization or a local, state, or national curriculum committee (This is covered elsewhere under Heading G, Participation or Active Involvement in Significant Professional Organizations or Conferences, or Heading J, Related Civic Activities.)

Formula for Points

One point is credited for every six hours of work devoted to this activity.

Point Limits

This area is in Category I from which a maximum of 3/4 of the total points for promotion may be earned.

USE FOR A TO CALCULATE POINTS

B. DESCRIPTION SHEET
for
Involvement in Institutional Services

Definition

Institutional service or outside-the-classroom work with students and other residents of the District aside from advisement and consultation during office hours.

Activities Included

A. Leadership Activities
   1. Chairing committees or subcommitiees (or secretary, where leadership activities can be shown
   2. Sponsoring institutional activities or events
   3. Directing plays, musical events, etc.
   4. Service as department chairperson (when no compensation is received)

B. Regular Activities
   1. Membership on committees or subcommittees, including institutional advisory committees
   2. Attending or participating in institutional activities or events--credit for scheduled time of activity only
   3. Overseeing activities in the Field House, Fine Arts Theatre, and elsewhere on the campus grounds, tours and field trips
   4. Miscellaneous work related to institutional programs, activities, or events arranging details, setting up physical preparations, etc.

Formula for Points

Section A, above:	one point is credited for every four hours devoted to this activity. In the event that an individual takes on such a leadership role but does not spend eight hours in the activity, s/he is credited with two points for accepting the responsibility.
Section B, above:	one point for every ten hours devoted to the activity.

Point Limits

This area is in Category 1 from which a maximum of 3/4 of the total points for promotion may be earned.

Any activities that would be considered a part of the faculty members' regular load will not be credited toward promotion, e.g., attendance at faculty meetings, forums, socials, preterm orientation sessions, student orientation, commencement, work during student registration. Repetitive work experiences, summer military camps and military reserve activities are likewise not eligible to be counted for promotion credit.

USE FORM B TO CALCULATE POINTS

C. DESCRIPTION SHEET
for
Attendance at Lectures or Participation in Workshops or Short Courses

Definition

Benefit derived from formally organized and scheduled lectures, workshops, or short courses for which (a) the knowledge gained is applicable to the individual's assignment or field or teaching methodology and (b) no formal course credit is awarded.

Activities Included

A. Lectures, workshops, or short courses provided by an institution of higher education, company, or other organization that can be recognized as having the ability to contribute knowledge related to the instructor's assignment, the subject taught in class or the methodology of teaching the subject in the classroom

B. Training courses pertaining to new technology or advances in the instructor's field

Note--Attendance at events sponsored by a professional organization is not included but is recognized elsewhere under Heading G, Participation or Active Involvement in Significant Progressional Organizations or Conferences. In-service training is likewise covered elsewhere: under Heading E, In-Service Training.

Formula for Points

Points are credited for the hours in which the individual is actively engaged in this kind of learning situation: those spent in a classroom atmosphere as well as those spent in preparation and in writing reports and completing related projects. Time spent in other than classroom situations must be fully documented (itemized, not presented in one entry as an hour figure) and detailed if credit is to be awarded. One point is credited for every four hours spent. Since workshops will not usually offer the intensity of a regular credit course nor require the equivalent in time and work, points allowed for workshop activities will be limited to no more than might be received for a three semester hour college course--and this maximum level can be expected to be received only rarely.

Point Limits

This area is in Category I from which a maximum of 3/4 of the total points for promotion may be earned.

USE FORM C TO CALCULATE POINTS

D. DESCRIPTION SHEET
for
Formal Course Work

Definition

Formal course work taken for credit or audited which is considered by the individual and his/her department chairperson to be beneficial to his/her classroom teaching or to his/her extracurricular work with students. The work need not build toward a degree and may be graduate or undergraduate work: whatever courses are most appropriate for the situation of the individual.

Activities Included

A. Completing with a "B" or above any approved graduate course; completing with a "C" or above any approved undergraduate course

B. Auditing any approved course

Note--Other types of group learning situations, those not for formal course credit, are covered elsewhere under the following headings: C, Attendance at Lectures or Participation in Workshops or Short Courses; E, In-Service Training, and G, Participation or Active Involvement in Significant Professional Organizations or Conferences.

Formula for Points

A, above: ten points are earned for every course credit completed (one semester hour).

B, above: three points are earned for every course credit audited (one semester hour).

Point Limits

This area is in Category 1 from which a maximum of 3/4 of the total points for promotion may be earned.

USE FORM D TO CALCULATE POINTS

E. DESCRIPTION SHEET
for
In-Service Training

Definition

Participation in a formal campus training program through which the individual transmits or gains knowledge that is applicable to classroom teaching. The program may deal with teaching techniques or general or specific subject areas.

Activities Included

A. Leading an in-service training program on campus or serving as an instructor in such a campus program

B. Receiving training in a campus in-service program

Formula for Points

A, above: one point is credited for every two hours spent in leadership or instructional activities within a campus in-service training program.

B, above: one point is credited for every four hours spent actively engaged in receiving training: time spent in a classroom atmosphere as well as time spent in preparation and in writing reports and completing related projects.

Point Limits

This area is in Category I from which a maximum of 3/4 of the total points for promotion may be earned.

USE FORM E TO CALCULATE POINTS

F. DESCRIPTION SHEET
for
Work Experience

Definition

Meaningful work experience which embodies new skills or knowledge in the instructor's field, is relevant to the individual's teaching area, helping him/her to apply knowledge in a practical manner that s/he might relate the subject to students more effectively. The work experience should be of such nature that in the judgment of the department chairperson it will aid the instructor to become more proficient in his/her teaching situation. The instructor must substantiate the value of the work experience and identify the new skills and/or knowledge obtained. It must be nonrepetitive experience.

Activities Included

A. Substantially related work experience which embodies new skills or knowledge in the instructor's field

B. Substantially related work experience in the instructor's field but which might not meet the new skills/knowledge test

Formula for Points

A, above: one point is credited for every ten hours worked--maximum per year is sixty (60) points.

B, above: one point is credited for every twenty hours worked--maximum per year is thirty (30) points.

Point Limits

This area is in Category 1 from which a maximum of 3/4 of the total points for promotion may be earned.

USE FORM F TO CALCULATE POINTS

G. DESCRIPTION SHEET
for
Participation or Active Involvement in
Significant Professional Organizations or Conferences

Definitions

ACTIVE INVOLVEMENT: Committee work or work accomplished as an officer of a professional organization; preparing and delivering a speech, paper, report, or critique; chairing or being a member of a discussion group, debate, or panel; preparing a schedule or making other arrangements for a conference session.

SIGNIFICANT PROFESSIONAL ORGANIZATION: A body of professional persons organized for the dissemination of publications, sharing of research, and general development of a specific discipline or technical field and recognized by those in the field as having the ability to contribute knowledge directly related to a given teaching area. Credit will be granted in this area only if an organization can be shown to be a significant professional group, one established predominately for professionals in the instructor's field. The instructor must show that his/her work at the College benefits in a direct way through membership. Documentation of memberships must be presented.

Activities Included

A. Being a dues-paying member of a significant national, state, or local professional organization

B. Holding an office in a significant professional organization

C. Attending a conference sponsored by a significant professional organization

D. Active involvement in a significant professional organization or in a professional conference

Formula for Points

A, above: two points per membership.

B, above: four points per office held.

C, above: one point for every four hours actually spent in conference sessions, according to the conference program.

D, above: one point for every four hours of active involvement in the work of a professional organization or in professional conference activities.

Point Limits

This area is in Category 2 from which a maximum of 3/8 of the total points for promotion may be earned.

USE FORM G TO CALCULATE POINTS

H. DESCRIPTION SHEET
for
Publications

Definition

Publications (including published research) directly or indirectly related to the individual's professional growth. Unpublished materials are not covered here but may in some instances be eligible for credit under Heading A, Significant Work in Curriculum or Instruction, or Heading I, Creative Exhibitions or Performances (as in the case of photographs, plays, and musical compositions).

Activities Included

Publication of articles, papers, nonfiction books (including texts and text supplements), novels, plays, short stories, poetry, photographic essays, musical compositions, or research which may be considered:

A. Directly related to the individual's professional area or generally related to the education profession

OR

B. Indirectly related to the individual's professional area

Formula for Points

A, above: one point is credited for every four hours spent in researching and writing materials of this kind.

B, above: one point is credited for every eight hours spent in researching and writing these materials.

Point Limits

This area is in Category 2 from which a maximum of 3/8 of the total points for promotion may be earned.

USE FORM H TO CALCULATE POINTS

I. DESCRIPTION SHEET
for
Creative Exhibitions or Performances

Definition

Exhibitions, performances, or shows representing an individual's creative work directly or indirectly related to professional growth. Covered is the time spent in producing creative work that can be displayed or performed and the activity involved in actually displaying it or performing it. No credit is given to creative work that is not exhibited or performed for the public. Published creative work (e.g., poetry or a novel) is not covered here but is given credit under Heading H, Publications.

Activities Included

Art shows, photographic exhibits, musical recitals or concerts, or original theatre performances which may be considered:

A. Directly related to the individual's professional area

OR

B. Indirectly related to the individual's professional area

Formula for Points

A, above: one point is credited for every six hours spent in producing the creative work and in arranging the exhibit or accomplishing the performance.

B, above: one point is credited for every ten hours spent in producing the creative work and in arranging the exhibit or accomplishing the performance.

Point Limits

This area is in Category 2 from which a maximum of 3/8 of the total points for promotion may be earned.

USE FORM I TO CALCULATE POINTS

J. DESCRIPTION SHEET
for
Related Civic Activities

Definition

Service to the public that is not done primarily for compensation and which is directly appropriate in being related to the individual's instructional area or which is indirectly appropriate in enhancing public recognition of the College or the professional capabilities of the person involved. Instructors proposing to receive points for activities outside the College District will need to demonstrate to the department chairperson or dean how such activities will comply with the definition of this area.

Activities Included (examples)

A. Directly Appropriate
1. Delivering a speech or lecture to a community group
2. Participation in curriculum work for a local, state or national curriculum committee
3. Serving in one's professional capacity as the judge of a contest
4. Participation in arranging an area music festival, speech contest, or athletic tournament
5. Arranging a public display of student work such as a student art exhibit or welding exhibit
6. Acting in a professional capacity as an officer or chairperson of a community service committee, e.g., program chairperson for a local engineering society

B. Indirectly Appropriate
1. Service as a scout leader
2. Refereeing or umpiring community sports events
3. Heading a local charity drive
4. Active membership in a community organization such as the Rotary Club, League of Women Voters, or the Junior Chamber of Commerce
5. Leadership activities (only) in church or religious organizations

Formula for Points

Section A, above: one point is credited for every four hours spent in this activity

Section B, above: one point for every ten hours spent

Point Limits

This area is in Category 2 from which a maximum of 3/8 of the total points for promotion may be earned.

USE FORM J TO CALCULATE POINTS

K. DESCRIPTION SHEET
for
Individually Tailored Self-Instruction Program
of Reading or Study Outside the Classroom

Definition

The activity must be self improvement beyond the reading and study strictly necessary to prepare for one's classes and must be structured to achieve a stated objective or set of objectives. The instructor and his/her department chairperson will agree that the individual's self instruction program is valid and valuable in the individual's particular teaching situation and will outline in advance the activities to be completed for achieving the objectives. The outline must include the objectives of the project, a list of reading or activities to be done, time to be spent, and maximum points to be earned. Plans for projects in this area must receive prior approval of the dean.

Reading projects must be directed study, centering on a significant topic in the instructor's field. (Other reading, such as keeping up with professional journals, would be valuable but would not count for this purpose since it would not be directed study with specific objectives.)

When the faculty member has finished the project, s/he must submit a detailed statement of objectives and how the objectives were accomplished.

Activities Included

Reading books and articles and professional journals, viewing films, or conducting experiments in a self-generated program that is:

A. Directly related to the instructor's field or classroom performance

OR

B. Indirectly related to the instructor's field or classroom performance

Formula for Points

A, above: one point is earned for every six hours spent in this activity.

B, above: one point is earned for every twelve hours spent.

Point Limits

This area is in Category 2 from which a maximum of 3/8 of the total points for promotion may be earned.

USE FORM K TO CALCULATE POINTS

L. DESCRIPTION SHEET
for
Travel

Definition

Visit to a site where the knowledge gained is either directly or indirectly related to one's field or classroom teaching. The site may be, for example, a museum, a battlefield or other historical site, an institution, a factory, a cultural area of the United States; or it may be, more generally, travel in a foreign country.

Activities Included

A. Site visitation yielding knowledge which is directly related to one's field or classroom teaching and which is actually used in the classroom to add depth born of personal experience

B. Site visitation yielding knowledge which is indirectly related to one's field and can be used as pertinent background in the classroom

C. General travel in foreign countries

Formula for Points

Points for A and B above are credited only for the hours at a site in which the faculty member was actively gaining knowledge. Points for C are credited on a basis of total hours spent in each country.

Activity A: one point for every four hours spent actively gaining knowledge.

Activity B: one point for every eight hours spent actively gaining knowledge.

Activity C: one point for every one hundred hours in foreign countries up to a maximum of three points per country per visit.

Point Limits

This area is in Category 2 from which a maximum of 3/8 of the total points for promotion may be earned.

USE FORM L TO CALCULATE POINTS

M. DESCRIPTION SHEET
for
Receipt of Grants Conducive to Professional Growth
or Institutional Service

Definitions

RECEIPT OF GRANT: Written notification from awarding agency for grant approval.

GRANT: Financial support awarded by a governmental unit, foundation, corporation, or other organization for a specific educational purpose such as instructional innovation, curriculum development, professional growth, research within a discipline, institutional research, or community activities of a cultural nature. Where institutional support is involved in either money or released time, the individual will receive 1/2 credit, e.g., Humanities Regrants.

Activities Included

Work necessary to complete the application for a grant which is subsequently approved. Included is the work involved in doing background reading, gathering information, preparing supportive materials, and filling out the application form for the grant. Unsuccessful applications are not covered; neither is the work done on the project after the grant is actually approved or received, although this activity may be eligible for credit under another heading such as A, Significant Work in Curriculum or Instruction; B, Involvement in Institutional Services; D, Formal Course Work; E, In-Service Training; H, Publications; I, Creative Exhibitions or Performances, or J, Related Civic Activities.

Formula for Points

One point is credited for every six hours devoted to this activity.

Point Limits

This area is in Category 2 from which a maximum of 3/8 of the total points for promotion may be earned.

USE FORM M TO CALCULATE POINTS

Form A

A. CALCULATION OF POINT CREDIT FORM
for
Significant Work in Curriculum or Instruction

DIRECTIONS

INSTRUCTOR: Complete this form in the fall, at the start of the new academic year or at the time of application for promotion, to cover activities not previously credited. Before filling this out, review the Description Sheet for Professional Development Area A which is on page 11 of the Professional Development System Booklet. Complete the form in triplicate. Note any activity for which the College paid compensation or allowed a temporarily reduced class load; reduce the point credit for this activity in the manner specified on page 5 of the Booklet. Do not use fractions--change any fraction to the nearest whole number. Submit the three copies of the completed form to your supervisor (department chairperson or dean). After your supervisor completes and returns your copy, the point total certified should be recorded on your Cumulative Record (Form X) for Professional Development Area A.

SUPERVISOR (department chairperson or dean): For your section of this form check the calculations that have been made, match the point total against the Year's Plan that you and the instructor agreed upon at the beginning of the year covered, and certify the number of points you consider equitable. Place the master copy of this form in the Professional Development File. Retain a copy, and return a copy to the instructor.

THIS SECTION IS COMPLETED BY INSTRUCTOR

1. Instructor's Name _____

2. Academic year for which point credit is desired: 19 ___ - 19 __

Form A

3. Log of Hours Spent

Description of the Activity and How It Resulted in Actual Improvement in Curriculum or Instruction	Semester Accomplished	Nbr. of Hours Spent

Form A

4. Calculations

(a) Total hours devoted to this activity (from log above.) (a) _____

(b) Divide (a) by 6. Total Points _____

THIS SECTION IS COMPLETED BY DEPARTMENT CHAIRPERSON OR DEAN

1. Do you wish to certify a different number of points than the instructor has calculated? If so, give reason; if not leave blank.

2. (a) Signature and Date _____

(b) Total points you are certifying _____

Form B

B. CALCULATION OF POINT CREDIT FORM
For
Involvement in Institutional Services

DIRECTIONS

INSTRUCTOR: Complete this form in the fall, at the start of the new academic year or at the time of application for promotion, to cover activities not previously credited. Before filling this out, review the Description Sheet for Professional Development Area B which is on page 12 of the Professional Development System Booklet. Complete the form in triplicate. Note any activity for which the College paid compensation or allowed a temporarily reduced class load; reduce the point credit for this activity in the manner specified on page 5 of the Booklet. Do not use fractions--change any fraction to the nearest whole number. Submit the three copies of the completed form to your supervisor (department chairperson or dean). After your supervisor completes and returns your copy, the point total certified should be recorded on your Cumulative Record (Form X) for Professional Development Area B.

SUPERVISOR (department chairperson or dean): For your section of this form check the calculations that have been made, match the point total against the Year's Plan that you and the instructor agreed upon at the beginning of the year covered, and certify the number of points you consider equitable. Place the master copy of this form in the Professional Development File. Retain a copy, and return a copy to the instructor.

THIS SECTION IS COMPLETED BY INSTRUCTOR

1. Instructor's Name _____

2. Academic year for which point credit is desired: 19 ___ - 19 ___

Form B

3. Log A: Hours Spent in Leadership Activities

Description of Activity	Date or Period of Activity	Nbr. of Hours Spent
Total Hours (If less than 8 hours, enter 8)		

Form B

4. Log B: Hours Spent in Regular Activities

Description of Activity	Date or Period of Activity	Nbr. of Hours Spent
	Total Hours	

Form B

5. Calculations

(a) Total hours from Log A (No. 3, above). (a) _____

(b) Divide (a) by 4. (b) _____

(c) Total hours from Log B (No. 4, above). (c) _____

(d) Divide (c) by 10. (d) _____

(e) Add (b) and (d). Total Points _____

THIS SECTION IS COMPLETED BY DEPARTMENT CHAIRPERSON OR DEAN

1. Do you wish to certify a different number of points than the instructor has calculated? If so, give reason; if not, leave blank.

2. (a) Signature and Date _____

(b) Total points you are certifying _____

Form C

C. CALCULATION OF POINT CREDIT FORM
for
Attendance at Lectures or Participation in Workshops or Short Courses

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DIRECTIONS

INSTRUCTOR: Complete this form in the fall, at the start of the new academic year or at the time of application for promotion, to cover activities not previously credited. Before filling this out, review the Description Sheet for Professional Development Area C which is on page 13 of the Professional Development System Booklet. Complete the form in triplicate. Note any activity for which the College paid compensation or allowed a temporarily reduced class load; reduce the point credit for this activity in the manner specified on page 5 of the Booklet. Do not use fractions--change any fraction to the nearest whole number. Submit the three copies of the completed form to your supervisor (department chairperson or dean). After your supervisor completes and returns your copy, the point total certified should be recorded on your Cumulative Record (Form X) for Professional Development Area C.

SUPERVISOR (department chairperson or dean): For your section of this form check the calculations that have been made, match the point total against the Year's Plan that you and the instructor agreed upon at the beginning of the year covered, and certify the number of points you consider equitable. Place the master copy of this form in the Professional Development File. Retain a copy, and return a copy to the instructor.

THIS SECTION IS COMPLETED BY INSTRUCTOR

1. Instructor's Name _____ _____

2. Academic year for which point credit is desired: 19 ___ - 19 __

Form C

3. Log of Hours Spent Actively Engaged in the Learning Situation

Description of Activity	Start Date	End Date	Hours Actively Engaged

Form C

4. Describe how each activity listed in the log above related to your assignment or field or classroom performance--tell how you have used the knowledge gained or will use it. Attach a copy of the curriculum for the lecture, workshop, or short course (if published).

5. Calculations

   (a) Total hours devoted to this activity (from Lot No. 3, above). (a) _____

   (b) Divide (a) by 4. (maximum 30 points) Total Points _____

THIS SECTION IS COMPLETED BY DEPARTMENT CHAIRPERSON OR DEAN

1. Do you wish to certify a different number of points than the instructor has calculated? If so, give reason; if not, leave blank.

2. (a) Signature and Date _____ (b) Total points you are certifying _____

Form D

D. CALCULATION OF POINT CREDIT FORM
for
Formal Course Work

DIRECTIONS

INSTRUCTOR: Complete this form in the fall, at the start of the new academic year or at the time of application for promotion, to cover activities not previously credited. Before filling this out, review the Description Sheet for Professional Development Area D which is on page 14 of the Professional Development System Booklet. Complete the form in triplicate. Note any activity for which the College paid compensation or allowed a temporarily reduced class load; reduce the point credit for this activity in the manner specified on page 5 of the Booklet. Do not use fractions--change any fraction to the nearest whole number. Submit the three copies of the completed form to your supervisor (department chairperson or dean). After your supervisor completes and returns your copy, the point total certified should be recorded on your Cumulative Record (Form X) for Professional Development Area D.

SUPERVISOR (department chairperson or dean): For your section of this form check the calculations that have been made, match the point total against the Year's Plan that you and the instructor agreed upon at the beginning of the year covered, and certify the number of points you consider equitable. Place the master copy of this form in the Professional Development File. Retain a copy, and return a copy to the instructor.

THIS SECTION IS COMPLETED BY INSTRUCTOR

1. Instructor's Name _____

2. Academic year for which point credit is desired: 19 ___ - 19 ___

Form D

3. Log A: Credit Courses Completed (graduate courses in which you earned a "B" or above; undergraduate courses in which you earned a "C" or above)

Title of Course	Where Taken (Institution)	Semester Taken	Nbr. of Credit Hrs. (Sem. Hrs.)

Total Credit Hours Completed _____

4. Log B: Courses Audited

Title of Course	Where Audited (Institution)	Semester Audited	Nbr. of Credit Hrs. (Sem. Hrs.)

Total Credit Hours Completed _____

5. Attach to the master copy of this form a transcript from each institution where you were enrolled to verify completion of the courses listed in Logs A and B (Nbrs. 3 and 4, above).

Form D

6. Calculations

(a) Total credit hours completed from Log A (No. 3, above) (a) _____

(b) Multiply (a) by 10. (b) _____

(c) Total credit hours audited from Log B (No. 4, above). (c) _____

(d) Multiply (c) by 3. (d) _____

(e) Add (b) and (d) Total Points _____

THIS SECTION IS COMPLETED BY DEPARTMENT CHAIRPERSON OR DEAN

1. Detach transcript(s) and transmit to President's Office to be placed with the instructor's previous transcripts.

2. Do you wish to certify a different number of points than the instructor has calculated? If so, give reason; if not, leave blank.

3. (a) Signature and Date _____

(b) Total points you are certifying _____

Form E

E. CALCULATION OF POINT CREDIT FORM
for
In-Service Training

DIRECTIONS

INSTRUCTOR: Complete this form in the fall, at the start of the new academic year or at the time of application for promotion, to cover activities not previously credited. Before filling this out, review the Description Sheet for Professional Development Area E which is on page 15 of the Professional Development System Booklet. Complete the form in triplicate. Note any activity for which the College paid compensation or allowed a temporarily reduced class load; reduce the point credit for this activity in the manner specified on page 5 of the Booklet. Do not use fractions--change any fraction to the nearest whole number. Submit the three copies of the completed form to your supervisor (department chairperson or dean). After your supervisor completes and returns your copy, the point total certified should be recorded on your Cumulative Record (Form X) for Professional Development Area E.

SUPERVISOR (department chairperson or dean): For your section of this form check the calculations that have been made, match the point total against the Year's Plan that you and the instructor agreed upon at the beginning of the year covered, and certify the number of points you consider equitable. Place the master copy of this form in the Professional Development File. Retain a copy, and return a copy to the instructor.

THIS SECTION IS COMPLETED BY INSTRUCTOR

1. Instructor's Name _____

2. Academic year for which point credit is desired: 19 ___ - 19 ___

Form E

3. Log A: Hours Spent in Leadership or Instructional Activities Within a Campus In-Service Training Program

Description of Activity	Date of Period of Activity	Nbr. or Hours Spent
	Total Hours	

Form E

4. Log B: Hours Spent Actively Engaged Receiving Training in an In-Service Campus Program

Description of Activity	Date or Period of Activity	Nbr. or Hours Spent
	Total Hours	

Form E

5. Calculations

(a) Total hours from Log A (No. 3, above). (a) _____

(b) Divide (a) by 2. (b) _____

(c) Total hours from Log B (No. 4, above) (c) _____

(d) Divide (c) by 4. (d) _____

(e) Add (b) and (d). Total Points _____

THIS SECTION IS COMPLETED BY DEPARTMENT CHAIRPERSON OR DEAN

1. Do you wish to certify a different number of points than the instructor has calculated? If so, give reason; if not, leave blank.

2. Signature and Date _____

(b) Total points you are certifying _____

Form F

F. CALCULATION OF POINT CREDIT FORM
for
Work Experience

DIRECTIONS

INSTRUCTOR: Complete this form in the fall, at the start of the new academic year or at the time of application for promotion, to cover activities not previously credited. Before filling this out, review the Description Sheet for Professional Development Area F which is on page 16 of the Professional Development System Booklet. Complete the form in triplicate. Note any activity for which the College paid compensation or allowed a temporarily reduced class load; reduce the point credit for this activity in the manner specified on page 5 of the Booklet. Do not use fractions--change any fraction to the nearest whole number. Submit the three copies of the completed form to your supervisor (department chairperson or dean). After your supervisor completes and returns your copy, the point total certified should be recorded on your Cumulative Record (Form X) for Professional Development Area F.

SUPERVISOR (department chairperson or dean): For your section of this form check the calculations that have been made, match the point total against the Year's Plan that you and the instructor agreed upon at the beginning of the year covered, and certify the number of points you consider equitable. Place the master copy of this form in the Professional Development File. Retain a copy, and return a copy to the instructor.

THIS SECTION IS COMPLETED BY INSTRUCTOR

1. Instructor's Name _____

2. Academic year for which point credit is desired: 19 ___ - 19 __

Form F

3. Log A: Hours spent in work which embodies new skill or new knowledge in your field.

Description of Work Experience: Position Held, Type of Work, Name & Location of Firm, Name of Person to Whom You Reported	Period of Employ-ment	Nbr. of Hours Worked
	Total Hours	

4. Log B: Hours of work in your field but without significant new skills or knowledge.

Description of Work Experience: Position Held, Type of Work, Name & Location of Firm, Name of Person to Whom You Reported	Period of Employ-ment	Nbr. of Hours Worked
	Total Hours	

Form F

5. Describe how each work experience listed in Logs A and B (No. 3 and No. 4, above) has helped you, or will help you, more effectively relate your teaching subject to the students in your classroom and stay abreast with knowledge and developing techniques in your field.

6. Calculations

(a) Total hours from Log A (No. 3, above) (a) _____

(b) Divide (a) by 10 (maximum 60 points) (b) _____

(c) Total hours from Log B (No. 4, above) (c) _____

(d) Divide (c) by 20 (maximum 30 points) (d) _____

(e) Add (b) and (d) Total Points _____

THIS SECTION IS COMPLETED BY DEPARTMENT CHAIRPERSON OR DEAN

1. Do you wish to certify a different number of points than the instructor has calculated? If so, give reason; if not, leave blank.

2. (a) Signature and Date _____

(b) Total points you are certifying _____

Form G

G. CALCULATION OF POINT CREDIT FORM
for
Partcipation or Active Involvement in
Significant Professional Organizations or Conferences

DIRECTIONS

INSTRUCTOR: Complete this form in the fall, at the start of the new academic year or at the time of application for promotion, to cover activities not previously credited. Before filling this out, review the Description Sheet for Professional Development Area G which is on page 17 of the Professional Development System Booklet. Complete the form in triplicate. Note any activity for which the College paid compensation or allowed a temporarily reduced class load; reduce the point credit for this activity in the manner specified on page 5 of the Booklet. Do not use fractions--change any fraction to the nearest whole number. Submit the three copies of the completed form to your supervisor (department chairperson or dean). After your supervisor completes and returns your copy, the point total certified should be recorded on your Cumulative Record (Form X) for Professional Development Area G.

SUPERVISOR (department chairperson or dean): For your section of this form check the calculations that have been made, match the point total against the Year's Plan that you and the instructor agreed upon at the beginning of the year covered, and certify the number of points you consider equitable. Place the master copy of this form in the Professional Development File. Retain a copy, and return a copy to the instructor.

THIS SECTION IS COMPLETED BY INSTRUCTOR

1. Instructor's Name _____

2. Academic year for which point credit is desired: 19 ___ - 19 ___

3. List the significant professional organizations in which you are a dues-paying member (organizations which you and your department chairperson, or departmental colleagues, agree are "significant").

4. List offices held in significant professional organizations.

5. Log A: Hours Spent in Professional Conference Sessions.

Title and/or Subject of Conference	Dates	Location	Nbr. of Hours Spent in Sessions

6. Explain how each conference listed in Log A above yielded knowledge directly related to your teaching area. Attach a copy of the program for each conference (if published).

7. Log B: Hours Spent Actively Involved in a Significant Professional Organization or a Professional Conference

Title of the Organization or Conference and Description of the Activity	Date or Period of Activity	Nbr. of Hours Spent
	Total Hours	

Form G

8. Calculations

(a) Enter 2 points per membership listed in No. 3, above (a) _____

(b) Enter 4 points per office listed in No. 4, above (b) _____

(c) Total hours from Log A (No. 5, above) (c) _____

(d) Divide (c) by 4. (d) _____

(e) Total hours from Log B (No. 7, above). (e) _____

(f) Divide (e) by 4. (f) _____

(g) Add (a), (b), (d), and (f). Total Points _____

THIS SECTION IS COMPLETED BY DEPARTMENT CHAIRPERSON OR DEAN

1. Do you wish to certify a different number of points than the instructor has calculated? If so, give reason; if not, leave blank.

2. (a) Signature and Date _____

(b) Total points you are certifying _____

Form H

H. CALCULATION OF POINT CREDIT FORM
for
Publications

DIRECTIONS

INSTRUCTOR: Complete this form in the fall, at the start of the new academic year or at the time of application for promotion, to cover activities not previously credited. Before filling this out, review the Description Sheet for Professional Development Area H which is on page 18 of the Professional Development System Booklet. Complete the form in triplicate. Note any activity for which the College paid compensation or allowed a temporarily reduced class load; reduce the point credit for this activity in the manner specified on page 5 of the Booklet. Do not use fractions--change any fraction to the nearest whole number. Submit the three copies of the completed form to your supervisor (department chairperson or dean). After your supervisor completes and returns your copy, the point total certified should be recorded on your Cumulative Record (Form X) for Professional Development Area H.

SUPERVISOR (department chairperson or dean): For your section of this form check the calculations that have been made, match the point total against the Year's Plan that you and the instructor agreed upon at the beginning of the year covered, and certify the number of points you consider equitable. Place the master copy of this form in the Professional Development File. Retain a copy, and return a copy to the instructor.

THIS SECTION IS COMPLETED BY INSTRUCTOR

1. Instructor's Name _____

2. Academic year for which point credit is desired: 19 ___ - 19 __

Form H

3. Log A: Hours Spend Preparing Publications Directly Related to Your Field or Generally Related to the Education Profession

Description of Publication: Type, Subject, Title, Publisher, When Published	Nbr. of Hours Spent
Total Hours	

4. Log B: Hours Spent Preparing Publications Indirectly Related to Your Field

Description of Publication: Type, Subject, Title, Publisher, When Published	Nbr. of Hours Spent
Total Hours	

Form H

5. Tell very briefly how each publication listed in Logs A and B (No.3 and No. 4, above) is related to your field or to the education profession.

6. Provide with this application one copy of each publication listed.

7. Calculations

(a)	Total hours from Log A (No. 3, above)		(a) _____
(b)	Divide (a) by 4.		(b) _____
(c)	Total hours from Log B (No. 4, above)		(c) _____
(d)	Divide (c) by 8.		(d) _____
(e)	Add (b) and (d)	Total Points	_____

THIS SECTION IS COMPLETED BY DEPARTMENT CHAIRPERSON OR DEAN

1. Do you wish to certify a different number of points than the instructor has calculated? If so, give reason; if not, leave blank.

2. (a) Signature and Date _____

(b) Total points you are certifying _____

Form I

I. CALCULATION OF POINT CREDIT FORM
for
Creative Exhibitions or Performances

DIRECTIONS

INSTRUCTOR: Complete this form in the fall, at the start of the new academic year or at the time of application for promotion, to cover activities not previously credited. Before filling this out, review the Description Sheet for Professional Development Area I which is on page 19 of the Professional Development System Booklet. Complete the form in triplicate. Note any activity for which the College paid compensation or allowed a temporarily reduced class load; reduce the point credit for this activity in the manner specified on page 5 of the Booklet. Do not use fractions--change any fraction to the nearest whole number. Submit the three copies of the completed form to your supervisor (department chairperson or dean). After your supervisor completes and returns your copy, the point total certified should be recorded on your Cumulative Record (Form X) for Professional Development Area I.

SUPERVISOR (department chairperson or dean): For your section of this form check the calculations that have been made, match the point total against the Year's Plan that you and the instructor agreed upon at the beginning of the year covered, and certify the number of points you consider equitable. Place the master copy of this form in the Professional Development File. Retain a copy, and return a copy to the instructor.

THIS SECTION IS COMPLETED BY INSTRUCTOR

1. Instructor's Name _____

2. Academic year for which point credit is desired: 19 ___ - 19 ___

3. Log A: Hours Spent on Creative Exhibitions or Performances Directly Related to Your Professional Area

Description of Creative Exhibition or Performance: Creative Work or Works Involved, Date and Place of Exhibition or Performance	Nbr. of Hours Spent
Total Hours	

4. Log B: Hours Spent on Creative Exhibitions or Performances Indirectly Related to Your Professional Area.

Description of Creative Exhibition or Performance: Creative Work or Works Involved, Date and Place of Exhibition or Performance	No. of Hours Spent
Total Hours	

Form I

5. Tell very briefly how each activity described in Logs A and B (No. 3 and No. 4, above) was directly or indirectly related to your professional area.

6. Attach, if there was one, a copy of the printed program for each exhibition or performance

7. Calculations

(a) Total hours from Log A (No. 3, above) (a) _____

(b) Divide (a) by 6. (b) _____

(c) Total hours from Log B (No. 4, above) (c) _____

(d) Divide (c) by 10. (d) _____

(e) Add (b) and (d). Total Points _____

THIS SECTION IS COMPLETED BY DEPARTMENT CHAIRPERSON OR DEAN

1. Do you wish to certify a different number of points than the instructor has calculated? If so, give reason; if not, leave blank.

2. (a) Signature and Date _____

(b) Total points you are certifying _____

Form J

J. CALCULATION OF POINT CREDIT FORM
for
Related Civic Activities

DIRECTIONS

INSTRUCTOR: Complete this form in the fall, at the start of the new academic year or at the time of application for promotion, to cover activities not previously credited. Before filling this out, review the Description Sheet for Professional Development Area J which is on page 20 of the Professional Development System Booklet. Complete the form in triplicate. Note any activity for which the College paid compensation or allowed a temporarily reduced class load; reduce the point credit for this activity in the manner specified on page 5 of the Booklet. Do not use fractions--change any fraction to the nearest whole number. Submit the three copies of the completed form to your supervisor (department chairperson or dean). After your supervisor completes and returns your copy, the point total certified should be recorded on your Cumulative Record (Form X) for Professional Development Area J.

SUPERVISOR (department chairperson or dean): For your section of this form check the calculations that have been made, match the point total against the Year's Plan that you and the instructor agreed upon at the beginning of the year covered, and certify the number of points you consider equitable. Place the master copy of this form in the Professional Development File. Retain a copy, and return a copy to the instructor.

THIS SECTION IS COMPLETED BY INSTRUCTOR

1. Instructor's Name _____

2. Academic year for which point credit is desired: 19 ___ - 19 __

Form I

3. Log A: Hours Spent in Directly Appropriate Civic Activities

Description of Activity	Date or Period of Activity	Nbr. of Hours Spent
	Total Hours	

60

4. Log B: Hours Spent in Indirectly Appropriate Civic Activities

Description of Activity	Date or Period of Activity	Nbr. of Hours Spent
	Total Hours	

Form J

5. Calculations

(a)	Total hours from Log A (No. 3, above)		(a) _____
(b)	Divide (a) by 4.		(b) _____
(c)	Total hours from Log B (No. 4, above)		(c) _____
(d)	Divide (c) by 10.		(d) _____
(e)	Add (b) and (d).	Total Points	_____

THIS SECTION IS COMPLETED BY DEPARTMENT CHAIRPERSON OR DEAN

1. Do you wish to certify a different number of points than the instructor has calculated? If so, give reason; if not, leave blank.

2. (a) Signature and Date _____

(b) Total points you are certifying _____

Form K

K. CALCULATION OF POINT CREDIT FORM
for
Individually Tailored Self-Instruction Program
of Reading or Study Outside the Classroom

DIRECTIONS

INSTRUCTOR: Complete this form in the fall, at the start of the new academic year or at the time of application for promotion, to cover activities not previously credited. Before filling this out, review the Description Sheet for Professional Development Area K which is on page 21 of the Professional Development System Booklet. Complete the form in triplicate. Note any activity for which the College paid compensation or allowed a temporarily reduced class load; reduce the point credit for this activity in the manner specified on page 5 of the Booklet. Do not use fractions--change any fraction to the nearest whole number. Submit the three copies of the completed form to your supervisor (department chairperson or dean). After your supervisor completes and returns your copy, the point total certified should be recorded on your Cumulative Record (Form X) for Professional Development Area K.

SUPERVISOR (department chairperson or dean): For your section of this form check the calculations that have been made, match the point total against the Year's Plan that you and the instructor agreed upon at the beginning of the year covered, and certify the number of points you consider equitable. Place the master copy of this form in the Professional Development File. Retain a copy, and return a copy to the instructor.

THIS SECTION IS COMPLETED BY INSTRUCTOR

1. Instructor's Name _____

2. Academic year for which point credit is desired: 19 ___ - 19 ___

Form K

Log A: Hours Spent in Self-Instruction Projects Directly Related to Your Field or Classroom Performance

Description of Reading (title, author, source) or Description of Study Project	Date or Period of Activity	Number of Hours Spent
	Total Hours	

4. Log B: Hours Spent in Self-Instruction Projects Indirectly Related to Your Field or Classroom Performance.

Description of Reading (title, author, source) or Description of Study Project	Date or Period of Activity	Nbr. of Hours Spent
	Total Hours	

Form K

5. Describe how each self-instruction project in Logs A and B (No. 3 and No. 4, above) is directly or indirectly related to your field or classroom performance--tell how you have used the knowledge gained, or will use it, in your classes.

6. Calculations

(a) Total hours from Log A (No. 3, above) (a) _____

(b) Divide (a) by 6. (b) _____

(c) Total hours from Log B (No. 4, above) (c) _____

(d) Divide (c) by 12. (d) _____

(e) Add (b) and (d). Total Points _____

THIS SECTION IS COMPLETED BY DEPARTMENT CHAIRPERSON OR DEAN

1. Do you wish to certify a different number of points than the instructor has calculated? If so, give reason; if not, leave blank.

2. (a) Signature and Date _____

(b) Total points you are certifying _____

Form L

L. CALCULATION OF POINT CREDIT FORM
for
Travel

DIRECTIONS

INSTRUCTOR: Complete this form in the fall, at the start of the new academic year or at the time of application for promotion, to cover activities not previously credited. Before filling this out, review the Description Sheet for Professional Development Area L which is on page 22 of the Professional Development System Booklet. Complete the form in triplicate. Note any activity for which the College paid compensation or allowed a temporarily reduced class load; reduce the point credit for this activity in the manner specified on page 5 of the Booklet. Do not use fractions--change any fraction to the nearest whole number. Submit the three copies of the completed form to your supervisor (department chairperson or dean). After your supervisor completes and returns your copy, the point total certified should be recorded on your Cumulative Record (Form X) for Professional Development Area L.

SUPERVISOR (department chairperson or dean): For your section of this form check the calculations that have been made, match the point total against the Year's Plan that you and the instructor agreed upon at the beginning of the year covered, and certify the number of points you consider equitable. Place the master copy of this form in the Professional Development File. Retain a copy, and return a copy to the instructor.

THIS SECTION IS COMPLETED BY INSTRUCTOR

1. Instructor's Name _____

2. Academic year for which point credit is desired: 19 ___ - 19 __

3. Log A: Hours Spent at a Site Actively Gaining Knowledge Directly Related to Your Field or Classroom Teaching

Description of Activity	Date or Period of Activity	Nbr. of Hours Spent
	Total Hours	

Form L

4. Log B: Hours Spent at a Site Actively Gaining Knowledge Indirectly Related to Your Field or Classroom Teaching

Description of Activity	Date or Period of Activity	Nbr. of Hours Spent
	Total Hours	

Form L

5. Describe how each site visitation in Logs A and B (Nbr. 3 and Nbr. 4, above) is directly or indirectly related to your field or classroom performance--tell how you have used the knowledge gained, or will use it, in your classes.

6. Log C: Hours of General Travel in Foreign Countries

Country	Arrival Date	Departure Date	Nbr. of Hours in Country

Form L

7. Calculations

(a) Total hours from Log A (No. 3, above) (a) _____

(b) Divide (a) by 4. (b) _____

(c) Total hours from Log B (No. 4, above) (c) _____

(d) Divide (c) by 8. (d) _____

(e) For every 100 hours spent in foreign countries listed in Log C (No. 6, above) allot yourself one (1) point but do not give yourself more than three (3) points credit for any single country. Add the points thus earned and enter the result (e) _____

(f) Add (b), (d), and (e). Total Points _____

THIS SECTION IS COMPLETED BY DEPARTMENT CHAIRPERSON OR DEAN

1. Do you wish to certify a different number of points than the instructor has calculated? If so, give reason; if not, leave blank.

2. (a) Signature and Date _____

(b) Total points you are certifying _____

Form M

M. CALCULATION OF POINTS CREDIT FORM
for
Receipt of Grants Conducive to Professional Growth
or Institutional Service

DIRECTIONS

INSTRUCTOR: Complete this form in the fall, at the start of the new academic year or at the time of application for promotion, to cover activities not previously credited. Before filling this out, review the Description Sheet for Professional Development Area M which is on page 23 of the Professional Development System Booklet. Complete the form in triplicate. Note any activity for which the College paid compensation or allowed a temporarily reduced class load; reduce the point credit for this activity in the manner specified on page 5 of the Booklet. Do not use fractions--change any fraction to the nearest whole number. Submit the three copies of the completed form to your supervisor (department chairperson or dean). After your supervisor completes and returns your copy, the point total certified should be recorded on your Cumulative Record (Form X) for Professional Development Area M.

SUPERVISOR (department chairperson or dean): For your section of this form check the calculations that have been made, match the point total against the Year's Plan that you and the instructor agreed upon at the beginning of the year covered, and certify the number of points you consider equitable. Place the master copy of this form in the Professional Development File. Retain a copy, and return a copy to the instructor.

THIS SECTION IS COMPLETED BY INSTRUCTOR

1. Instructor's Name _____

2. Academic year for which point credit is desired: 19 ___ - 19 __

Form M

3. Log of hours spent applying for grants which were approved

Description of Grant: Purpose, Awarding Agency, etc.	Date Approved	Number of Hours Spent
	Total Hours	

4. For each grant described in the log above, attach one copy of the letter which notified you of the approval of the grant.

5. Calculations

(a) Total hours devoted to this activity (from log above) (a)_____

(b) Divide (a) by 6. Total Points _____

THIS SECTION IS COMPLETED BY DEPARTMENT CHAIRPERSON OR DEAN

1. Do you wish to certify a different number of points than the instructor has calculated? If so, give reason; if not, leave blank.

2. (a) Signature and Date _____

(b) Total points you are certifying _____

Where institutional support is involved in either money or released time, the individual will receive 1/2 credit, e.g., Humanities Regrants.

Form X

X. CUMULATIVE RECORD

Name of Instructor: _____

Instructor's Present Level Number: _____

Date of Appointment to Present Level: _____

DIRECTIONS

GENERAL: This is a record of points the instructor has accumulated within his/her present level. The instructor and supervisor (department chairperson or dean) update this form at the beginning of each new academic year. The Cumulative Record should be updated in triplicate: master copy maintained in the Professional Development File, supervisor's copy, and instructor's copy. (Note: Before an instructor's contract salary is raised to reflect a promotion, the master copy of this record must be submitted to the dean to verify that the cumulative point requirement for that promotion has been satisfied. This must be done before June 1 preceding the academic year when the new contract amount becomes effective. A new record is then begun.)

INSTRUCTOR: Transfer to this record the point totals from your completed Calculation of Point Credit Forms (Forms A through M) representing the professional development areas in which you were active: (a) in the "Year" column mark the point total for each area during the previous academic year; (b) in the "Cum." column mark your cumulative point totals to date. Then figure the totals for these two columns--the year's total and the cumulative total.

SUPERVISOR (DEPARTMENT CHAIRPERSON OR DEAN): A line is provided for your initials indicating your agreement with the instructor's figures.

Form X

AREA	Points For Academic Year 19__ YEAR	CUM.	Points For Academic Year 19__ YEAR	CUM.	Points For Academic Year 19__ YEAR	CUM.	Points For Academic Year 19__ YEAR	CUM.
A. Curriculum and Instruction								
B. Institutional Services								
C. Lectures, Workshops, Short Courses								
D. Course Work								
E. In-Service Training								
F. Work Experience								
G. Professional Organizations, Conferences								
H. Publications								
I. Creative Exhibitions, Performances								
J. Related Civic Activities								
K. Self-Instruction Program								
L. Travel								
M. Grants								
(a) TOTAL FOR YEAR:								
(b) Add all totals horizontally across Row (a) above. Cumulative Total of Points Earned Within Present Level:								
Supervisor's Initials								
Date								

Reference Summary of Promotion Requirements Relating to Cumulative Points

Points Required --

Promotion to Levels II or III: minimum of 240
Promotion to Level IV: minimum of 400

Limitations on Cumulative Points--

Maximum of 3/4 from Category 1
Maximum of 1/4 from Category 2

Form Y

Y. YEAR'S PLAN

Name of Instructor: _____

Year's Plan for Academic Year 19___ - 19 __

DIRECTIONS

At the start of every academic year, after the instructor and the supervisor (department chairperson or dean) have updated the instructor's Cumulative Record (Form X) to indicate points earned in the previous twelve months, they confer on filling out the present form, a projection of the instructor's professional development plans for the new school year. The Year's Plan should be completed in triplicate: master copy for the Professional Development File, a copy for the supervisor, and one for the instructor.

Area	Estimate of of Earned	Activities to be Undertaken
A. Curriculum & Instruction		
B. Institutional Services		
C. Lectures, Workshops, Short Courses		
D. Course Work		
E. In-Service Training		

Area	Estimate of Points Earned	Activities to be Undertaken
F. Work Experience		
G. Professional Organizations, Conferences		
H. Publications		
I. Creative Exhibitions, Performances		
J. Related Civic Activities		
K. Self-Instruction Program		
L. Travel		
M. Grants		

Total Estimated Points _____

We agree on the above professional development plan for the present academic year.

_____ Supervisor's Signature and Date

_____ Instructor's Signature and Date

Form Z

Z. APPLICATION FOR PROMOTION

DIRECTIONS

When an instructor qualifies for promotion, s/he should complete this form and send it to his/her dean. The application may be submitted at any time prior to June 1 for promotions that are to become effective with the next fall term. The instructor should attach a copy of the Cumulative Record (Form X) and all necessary documentation to support the Application for Promotion. Before new contracts are issued, the dean will notify the instructor of the action taken on this application and will return Forms X and Y to the instructor's file.

The form should be completed in triplicate: master copy for the dean and file copies for the department chairperson and the instructor.

To the Dean:

I have served _____ years (number) at my present level, having taught at the College since _____ (date) and having been appointed to my present level on _____ (date).

For the present academic year, I have earned _____ points (number). Adding this total to the _____ points with which I have previously been credited, the new total will be _____ points. The points are distributed as follows: _____ points from Category 1, _____ from Category 2. Attached are copies of my Cumulative Record in substantiation of these figures.

Since my time in grade satisfies the service time requirement for promotion and since I have sufficient points for promotion from my present level to Level _____ (level number), I respectfully request that you approve this Application for Promotion to the new level, effective next fall.

Instructor's Signature _____

Date _____

JEFFERSON COLLEGE
STUDENT EVALUATION FORM FOR TEACHING EFFECTIVENESS

Faculty member being evaluated: _____

Title of Course: _____ Time Offered: _____

Semester: _____ Year: _____ Anticipated Grade in Course: _____ No. of Absences: _____

Each of the items below deals with a characteristic of instructors which learners feel to be important. Rate the faculty member by placing a check mark at the appropriate point on the scale. Please add your comments to each question which will clarify or explain your rating.

1. Was the faculty member organized?

well organized — disorganized

2. Was the instructor clear and precise in making assignments?

assignments clear, reasonable and carefully planned — assignments never clear, reasonable or carefully planned

3. Was the instructor interested in the subject?

uninterested — interested

4. Did he/she use illustrations or examples to clarify key points?

none — many

5. Did he/she take into consideration the unique experience and backgrounds of the learners?

very much — little

6. Did the instructor seem to stimulate learners' thinking?

not at all — very much

7. Did he/she dwell upon the obvious?

dwelled on obvious — introduced interesting ideas

8. Was the faculty member flexible (for example, did the instructor change his/her plans to meet the expressed needs of the learners)?

flexible — rigid

9. Were the instructor's learning objectives clear to the learners?

obvious — not clear at all

10. Did he/she appear sensitive to the students' feelings and problems?

insensitive — very sensitive

Use this space for examples or other comments.

(over)

11. Did he/she encourage questions, disagreements, discussion?

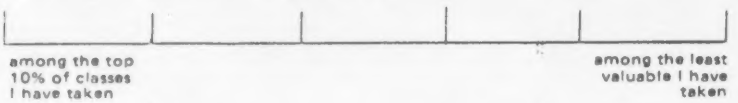
12. Was the instructor fair and impartial in work with the learners?

13. Was his/her speech adequate for teaching?

14. Did the instructor present the material in an interesting way?

15. Overall, how would you rate the faculty member on his/her teaching effectiveness?

16. Overall, how would you rate the course?



Use this space for examples or other comments.

Departmental option questions:

17.

18.

19.

20.

Please go back over the list and place a check mark ( ) before the five items which you consider to be most important in evaluating a faculty member's teaching effectiveness.

STUDENT EVALUATION SHEET

Course Name:_____Date:_____

Instructor's Name:_____

Check the qualities in each section which best describe your instructor/course. Your fair and honest opinion is what really counts. YOUR INSTRUCTOR HAS REQUESTED THAT YOU COMPLETE THIS EVALUATION SHEET.

1. ORGANIZATION OF COURSE
   ( ) Well organized; shows thorough planning
   ( ) Some organization but not always clear
   ( ) Lacks organization; planning seems vague

2. PREPARATION FOR EACH CLASS
   ( ) Shows definite evidence of careful preparation
   ( ) Shows some preparation; average knowledge of course
   ( ) Not well prepared; knowledge inaccurate at times

3. TEACHING SKILL
   ( ) Produces steady interest in subject; creates real desire; keeps things moving
   ( ) Teaching procedure seldom changes; student interest moderate
   ( ) Classes tend to be dry and uninteresting; class period drags

4. ENTHUSIASM AND INTEREST IN COURSE
   ( ) Keeps up steady interest and enthusiasm
   ( ) Appears to be reasonably interested
   ( ) Seems to teach course without enthusiasm

5. ASSIGNMENTS
   ( ) Students understand the tasks of each assignment; students know what is desired
   ( ) Sometimes rather indefinite; without clear planning
   ( ) Usually hurriedly given; rather vague; sometimes very unreasonable

6. JUDGMENT OF VALUES
   ( ) Usually selects important ideas; omits unimportant items
   ( ) Sometimes overlooks important points, spending time on insignificant details
   ( ) Frequently misses important ideas; overemphasizes trivial details

7. CLASS DISCUSSION AND QUESTIONS
   ( ) Questions challenging; demand sound thinking; discussions interesting and stimulating
   ( ) Questions rather easy and simple; memorized facts emphasized
   ( ) Discussion sometimes without purpose; discussions frequently ramble

8. POISE AND SELF-CONFIDENCE
   ( ) Well poised; sure of himself/herself; not easily upset
   ( ) Seems embarrassed at times; fairly self-confident
   ( ) Easily upset; uncertain as to procedure; lacks confidence

9. EXAMINATIONS
   ( ) Questions thought-provoking; carefully selected; clear
   ( ) Questions usually factual; require little thinking
   ( ) Examinations poorly planned and managed

10. SCHOLARSHIP
   ( ) Excellent mastery of subject; wide fund of knowledge in field
   ( ) Knowledge fair but without depth
   ( ) Knowledge frequently inadequate; instructor seems vague

11. ABILITY TO CREATE STUDENT INTEREST
   ( ) Usually keeps steady interest in subject; stimulates thinking
   ( ) Students have average amount of interest
   ( ) Classes drag and students are indifferent

12. CLASSROOM MANAGEMENT AND DISCIPLINE
   ( ) Efficient management; students orderly and attentive
   ( ) Satisfactory organization; few disciplinary problems
   ( ) Poor organization; many disciplinary problems

13. SPEECH
   ( ) Voice pleasant; speaks distinctly; fluently
   ( ) Speaks reasonably well
   ( ) Enunciation poor; makes frequent errors in speech

14. TOLERANCE
   ( ) Encourages students to express opinions even though they differ with the instructor's ideas
   ( ) At times appears to be disturbed and impatient when students oppose instructor's views
   ( ) Resents opposition; intolerant

15. PERSONAL APPEARANCE
   ( ) Neatly and appropriately dressed; well groomed
   ( ) Appearance fair; makes average impression
   ( ) Careless in dress; untidy

16. RELATIONSHIP BETWEEN STUDENTS AND INSTRUCTOR
   ( ) Attitude of friendliness; feeling of mutual interest; easily approached
   ( ) Neither ill will nor friendliness prevails; attitude somewhat indifferent
   ( ) Considerable spirit of antagonism between students and instructor

17. COUNSELING
Did the instructor make an effort to counsel with you if you were doing poorly in class, or did you get the impression that he really did not care if you passed or failed?
( ) Yes, he did offer to help me
( ) I had no problems with the material in this class
( ) No effort was made to let me know I was doing poorly until six weeks grades were due

18. VOCATIONAL GUIDANCE
( ) Informs students of many kinds of job opportunities and requirements which might be available to graduates
( ) Occasionally mentions information concerning jobs
( ) Never mentions the job market or how the training in the course helps the student to prepare for his future

19. LABORATORY ASSIGNMENTS
( ) Lab assignments are clear and the objectives of the assignment are pointed out
( ) Lab assignments are rather indefinite and specific objectives are not always known to the student
( ) Lab assignments are rather vague and usually given without adequate direction from the instructor

20. INSTRUCTOR AVAILABILITY
( ) Starts and ends class on schedule and is available during office hours to confer with students
( ) Occasionally is late and sometimes leaves the classroom during lab sessions
( ) Frequently starts class late and leaves the room often; cannot be found during office hours

21. MAJOR OBJECTIVES OF COURSE
( ) Major objectives clearly explained and made obvious throughout course
( ) Major objectives vaguely expressed and rarely emphasized
( ) Major objectives never mentioned or made apparent

22. USE OF EXAMINATION AS A TEACHING DEVICE
( ) Teacher points out strong and weak features of the examination and makes clear the basis of grading, helping students to succeed better thereafter
( ) Gives casual attention to basis of grading and to later improvement
( ) Leaves many students uncertain as to reasons for low grades

23. ADJUSTMENT TO LEVEL OF CLASS
( ) Instruction can be followed readily by most members of the class. Uses enough examples and illustrations
( ) Instruction is occasionally too advanced for many members of the class. Some examples and illustrations
( ) Instruction is regularly too advanced for most members of the class. No examples or illustrations

24. Considering everything, how would you rate this instructor? (Circle your rating)

Excellent Very Good Good Fair Poor Very Poor

25. Considering all of the above qualities which are applicable (including others that you may have added), how would you rate this course? (Circle your rating)

Excellent Very Good Good Fair Poor Very Poor

26. In the space below, you may write any specific suggestions not provided for above which you believe might help your instructor to do more effective work.

27. If this course were an elective, would you recommend it to your best friend? Why?

UNIVERSITY OF CALIFORNIA
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JUNIOR COLLEGES
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